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IDENTIFIERS	Language Maintenance

ABSTRACT

This annotated bibliography which includes all entries into the ERIC system dealing with language maintenance was compiled to show the type of information available to users of the system. The citations deal principally with bilingualism and bilingual education in the United States, Canada, Israel, Ireland, the Pacific islands and Scutheast Asia. The importance of maintaining language resources in the United States is stressed and it is stated that maintenance should be the goal of all bilingual education programs in the United States. Entries include journal articles and research related reports, each citation consisting of the author, title, appropriate descriptors, and an annotation or abstract. (CFM)

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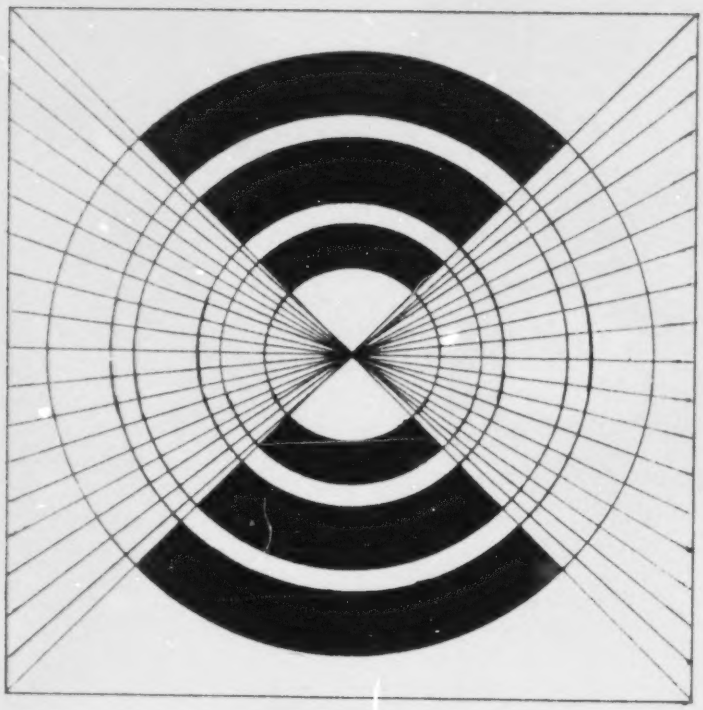
LANGUAGE MAINTENANCE



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NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL EQUITY GROUP
MULTICULTURAL/BILINGUAL DIVISION

APRIL, 1977

FOREWORD

One of the continuing misfortunes of the education profession generally is that it tends to be uninformed about--and to quickly lose from sight and memory--the theoretical, practical and factual formulations of members of the profession and of workers in allied disciplines. Bilingual education, precisely because of the urgency of the tasks to which it is addressed, cannot afford to be either uninformed or wasteful with respect to its own literature.

This small compilation is an example of the type of information available to users of the ERIC system. The ERIC system provides a rapid and inexpensive way of finding out what is already known, suspected or claimed in bilingual education. It monitors and abstracts a large number of formal publications (books and journals) as well as an equally large amount of more fugutive material (such as reports and other presentations that normally get meager distribution). To be able to use this system, to actually do so, and to do so continually as new problems arise and as experience accumulates will soon become the hallmark of the serious bilingual educator for whom bilingual education is a trust and a responsibility.

This demonstration of the ERIC system via a compilation dealing with Language Maintenance represents an effort on the part of the Multicultural/ Bilingual Division of NIE to stimulate bilingual education professionals to give more thought to the possible outcomes of bilingual education. Teaching English to children growing up in environments where little English is employed does not necessarily need to be pursued at the expense of maintenance and development of the home and community language. Thus, this compilation raises the questions: how can both languages be fostered, both cultures strengthened, and both societies helped to accept and provide opportunity for America's bilingual millions?

Language maintenance is not presently the goal of all bilingual education programs in the United States. Yet there is a growing realization that for many communities throughout the country, it is indeed the ultimate goal--and one which is squarely within the fold of the American promise of basic human rights and fundamental freedoms for all its citizens.Any broad gauged program of language planning--such as that which NIE is connected--must provide language maintenance for those who seek it, since it is not only their wish that requires attention, but also the national interest that our precious language resources be maintained and augmented. Wastefulness with respect to America's language resources will certainly be regretted in the future, just as past wastefulness with respect to our natural resources is regretted now. Bilingual education that keeps this in mind, therefore, is in the service of us all.

Dr. Joshua A. Fishman
Yeshiva University

Dr. Joshua A. Fishman, Distinguished University Research Professor, of Social Sciences, Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, is visiting the Multicultural/Bilingual Division, National Institute of Education during FY 1977 under terms of the Intergovernmental Personnel Act of 1970.

INTRODUCTION

The National Institute of Education (NIE) was created by the Congress in 1972 to "help solve or alleviate" critical problems of American education through research and development. The Multicultural/ Bilingual Division, which is part of the Educational Equity Group of NIE has prepared this publication for distribution during their one-day seminar on Language Maintenance at the Sixth Annual Conference of the National Association of Bilingual Educators.

We hope this information will be of assistance to you as administrators, teachers, students and persons interested in the field of bilingual education.

Educational Equity Group

The Educational Equity Group was established in 1975 within the National Institute of Education to bring a renewed focus to several research and development activities previously carried out in separate organizational units of the Institute.The Group's mandate is to investigate and develop ways to provide high quality education for those with limited educational opportunities.

The Educational Equity Group therefore sponsors research and development that will enable practitioner and decision-makers to make our educational system effective for all ofAmerica's students. In carrying out this effort,

the Fiscal Year 1977 program focuses on students with any of the following chacteristics:

--Live in a low socioeconomic milieu;

--Have limited or no knowledge of English;

--Are restricted by sex role stereotypes;

--Are participating in the process of school desegregation;

--Belong to an ehtnic or racial minority;

--Have learning styles and behavior patterns that differ markedly from school norms.

Multicultural/Bilingual Division

The Multicultural/Bilingual Division's principal goal is the improvement of multicultural/bilingual education at the elementary, secondary, and postsecondary levels by providing technical information to educational policy makers and practitioners on (1) the design, implementation, and evaluation of instruction; and (2) the community social and cultural conditions that shape educational practice. The Multicultural/Bilingual Division has delineated two strategies for pursuing this goal:

INSTRUCIONAL PROCESSES

--assessment procedures to develop new methods and instruments for identifying students for bilingual education and for assessing the educational progress of students in bilingual programs;

--teaching and curriculum development to improve the instructional processes utilized in bilingual/multicultural programs at the elementary, secondary, and postsecondary levels.

SOCIO-CULTURAL PROCESSES

--linguistics research to increase the knowledge base relative to native and second language acquisition in order to enhance

the effectiveness of bilingual education for students whose primary language is not English and for English speakers being educated bilingually;

--policy studies to provide information to educational policy makers necessary for making decisions on bilingual programs.

Journal Articles

EJ141444 FL509061
Bilingualism and Language Maintenance in the Gaspe Peninsula, Quebec, Canada
Mougeon, Raymond Anthropological Linguistics; 18; 2; 53-69 Feb 76
Descriptors: *Bilingualism/ *Sociolinguistics/ *Language Research/ French/ English/ Language Variation/ Language Patterns
Identifiers: *Quebec (Gaspe Peninsula)/ *Language Maintenance
Studies the English-speaking and French-speaking populations of the Gaspe, focusing on socioeconomic status, mother tongue retention and bilingualism rates. This is followed by a detailed study of a small, linguistically mixed community in Gaspe East, reconstructing the community as it was in 1925 and describing it as it was in 1970. (Author/RM)

EJ119630 FL507710
Bilingual Schooling and Spanish Language Maintenance: An Experimental Analysis
Cohen, Andrew D. Bilingual Review; 2; 1&2; 3-12 Jan-Aug 75
Descriptors: *Bilingual Education/ *Bilingual Students/ *Mexican Americans/ *Language Usage/ *Verbal Communication/ Spanish/ Spanish Speaking/ Bilingualism/ Sociolinguistics/ Family Influence
Identifiers: *Language Maintenance
A study is reported in which 14 bilingually schooled and 16 conventionally schooled Mexican-American children and their parents were subjects of research over a two-year period. The bilingual program students were found to be using Spanish more after several years and continued this pattern over time. (Author/RM)

EJ119558 FL507638
The Acquisition of English and the Maintenance of Spanish in a Bilingual Education Program
Ramirez, Arnulfo G.; Politzer, Robert L. Tesol Quarterly; 9; 2; 113-124 Jun 75
Descriptors: *Second Language Learning/ *Spanish Speaking/ *English (Second Language)/ *Bilingual Education/ *Language Tests/ Bilingual Students/ Language Proficiency/ Elementary Grades/ Verbal Development/ Achievement Tests
Identifiers: *Spanish American Oral Proficiency
Spanish and English versions of an oral proficiency test were administered to Spanish-surnamed pupils at grade levels K, one, three and five in a bilingual education program. The results indicated that achievement in English appears to be unrelated to the maintenance of Spanish for bilingual children. (Author/ND)

EJ109494 FL506795
Apachean Language Maintenance
Spolsky, Bernard; Kari, James International Journal of the Sociology of Language; 2; 91-100 74
Descriptors: *American Indian Languages/ *Apache/ *Navaho/ *Sociolinguistics/ American Indians/ Dialect Studies/ Bilingualism/ Bilingual Education/ Language Research/ Research Needs
Identifiers: United States (Southwest)
This is both a report on the numbers of native speakers of Apachean languages and a statement of the need for sociolinguistic studies of these languages. (CK)

EJ084719 FL505285
The Third Century of Non-English Language Maintenance and Non-Anglo Ethnic Maintenance in the United States of America
Fishman, Joshua A TESOL Quarterly; 7; 3; 221-33 Sep 73
Descriptors: *Immigrants/ *Ethnic Groups/ *Non English Speaking/ *Social Integration/ Social Mobility/ Social Values/ Cultural Pluralism
Identifiers: *United States
Keynote address, 1973 TESOL Convention, San Juan, Puerto Rico. (DD)

EJ044625 UD501139
Language Maintenance Among Mexican Americans
Skrabanek, R. L. Civil Rights Digest; 4; 2; 18-24 Spr 71
Descriptors: Acculturation/ *Bilingualism/ Field Studies/ *Language Patterns/ *Language Usage/ *Mexican Americans/ Minority Groups/ Social Integration/ Spanish Speaking
Identifiers: *Texas
An examination of language retention among the Mexican Americans and the factors involved in their language maintenance despite pressure from a dominant American society strongly supporting the use of the English Language. (JM)

EJ139553 FL508933
The Sociology of Language in Israel
Fishman, Joshua A. Language Sciences; 40; 28-31 Apr 76
Descriptors: *Sociolinguistics/ *Hebrew/ *Bibliographies/ *Language Research/ *Higher Education/ Cultural Factors/ Multilingualism/ Semitic Languages
Identifiers: *Israel
The revival, spread, and modernization of Hebrew, the maintenance of other languages, and variation within modern Hebrew are discussed. Courses in sociolinguistics are described, followed by a bibliography of sociolinguistics in Israel. (RM)

EJ115200 UD503488
The Politics of Speaking
Erickson, Frederick Notes From Workshop Center for Open Education; 3; 4; 9-15 W 74
Descriptors: *Bilingual Education/ *Educational Assessment/ *Evaluation Methods/ *Educational Policy/ *Sociolinguistics/ Biculturalism/ Cultural Differences/ Cultural Pluralism/ Evaluation Needs/ Program Evaluation
If first language maintenance is considered to be a goal of bilingual-bicultural educational programs, then alternative evaluation strategies are called for that will examine the "politics of speaking" in terms of determining the extent to which the informal or "hidden" curriculum and social organization of the program was inadvertently discouraging students from using their first language despite the best intentions of staff and the students themselves. (EH)

EJ109435 FL506736
Bilingual Education: What and Why?
Fishman, Joshua A. Florida FL Reporter; 2; 1 & 2; 13-14,42-43 73
Descriptors: *Bilingual Education/ *Program Descriptions/ *Bilingual Schools/ Federal Legislation/ Bilingualism/ Compensatory Education Programs/ Enrichment Programs
Federal bilingual education legislation is discussed briefly, and a definition of bilingual education is given. The following topics are then discussed: (1) four types of bilingual programs - transitional, monoliterate, partial and full bilingualism; and (2) compensatory, enrichment and group maintenance programs. (KM)

Research Related Reports

ED080013# FL004506
The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society.
Fishman, Joshua A.
Publ. Date: 72 Note: 250p.
Available from: Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 ($8.50)
Document Not Available from EDRS.
Descriptors: Bilingualism/ Language/ *Language Patterns/ Linguistic Patterns/ *Linguistics/ *Linguistic Theory/ Sociocultural Patterns/ *Sociolinguistics/ Sociology/ *Textbooks
This text on the sociology of language, hear defines as "...a focus upon the entire gamut of topics related to the social organization of language behavior," lays the groundwork for the theoretical development of this emerging branch of linguistics. The author proposes that sociolinguists investigate everything concerned with language from the standpoint of social function rather than from other more traditional linguistic perspectives. An introduction to the text is followed by sections on: (1) the emerging science, (2) basic sociolinguistic concepts, (3) interactional sociology of language: micro and macro, (4) societal differentiation and repertoire range, (5) societal bilingualism: stable and transitional, (6) language maintenance and language shift, (7) sociocultural organization: language constraints and language reflections, (8) applied sociology of language, and (9) linguistics: the science of code description and an addendum for non-linguists. A reading list is included. (RL)

ED078715 FL004400
Trends in the Study of Athapaskan Language Maintenance and Bilingualism. Navajo Reading Study Progress Report No. 21.
Kari, James; Spolsky, Bernard
New Mexico Univ., Albuquerque. Navajo Reading Study.
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Ford Foundation, New York, N.Y.
Publ. Date: Apr 73 Note: 48p.; Expanded version of a paper presented at the Workshop on Research Problems in Southwest Areal Linguistics II, Albuquerque, New Mexico, April 26-28, 1973
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *American Indian Languages/ *Bilingual Education/ *Bilingualism/ Language Enrichment/ Language Instruction/ *Language Research/ Linguistics/ Minority Groups/ Native Speakers/ *Navaho/ Second Languages/ Sociolinguistics
Identifiers: *Athapaskan
This report discusses trends in the study of Athapaskan, concentrating on language maintenance and bilingualism. It presents both the potential richness and the actual poverty of studies of sociolinguistic aspects of the Athapaskan languages. Noted are two trends--(1) There is a greater interest among linguists in the studies of language in use: studies of context, of diversity, and of the sociological aspects of language which are no longer considered uninteresting; and (2) There is evidence of an increasing sense of responsibility toward the speakers of American Indian languages. The report anticipates rapid advances in the study of Athapaskan language maintenance and bilingualism. (SK)

ED036217# FL001489
Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups.
Fishman, Joshua A.; And Others
Publ. Date: 66 Note: 478p.
Available from: Mouton & Co., The Hague, The Netherlands ($20.50)
Document Not Available from EDRS.
Descriptors: *Bilingualism/ Bilingual Schools/ Broadcast Industry/ Cultural Factors/ *Ethnic Groups/ French/ German/ *Immigrants/ *Language Research/ *Language Role/ Minority Groups/ National Demography/ Religious Cultural Groups/ Spanish/ Ukrainian
This is a study of cultural-linguistic self-maintenance efforts, rationales, and accomplishments of non-English speaking immigrants in America. Trend analyses, contrast of separate cultural and linguistic groups, internal comparisons, and the examination of language maintenance and language shift phenomena contribute in the major effort to reveal the current extent and status of culture and language maintenance among the ethnic and religious groups studied. A major portion concentrates on resources and institutions for formal language maintenance including size, generational structure, socio-demographic characteristics, radio broadcasts, and schools and parishes. Other chapters deal with interacting language maintenance contexts and processes, especially the ethnic family, community, and organization. Four integrative essays on Spanish, French, German, and Ukrainian facilitate a reconsideration of empirical relationships and theoretical propositions previously advanced. Appendixes discussing methodology, language maintenance and language shift as a field of inquiry, charts, tables, and a name and subject index are provided. (RL)

ED125248 FL007475
The Redwood City Bilingual Education Project, 1971-1974: Spanish and English Proficiency, Mathematics and Language Use Over Time. Working Papers on Bilingualism, No. 8.
Cohen, Andrew D.; And Others
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Publ. Date: Feb 76 Note: 30p.; For related documents, see FL 007 476-479
Available from: Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Bilingual Education/ Bilingualism/ *Bilingual Schools/ *Bilingual Students/ Elementary Education/ English (Second Language)/ Language Ability/ Language Proficiency/ Language Programs/ *Language Skills/ Longitudinal Studies/ Mathematical Enrichment/ *Mexican Americans/ *Program Evaluation/ Spanish/ Spanish Speaking
Identifiers: *California (Redwood City)
This paper reports on the Redwood City study of bilingual schooling for Mexican American bilingual children (grades 3-5), a sequel to Cohen's original study (Cohen, 1975). At the end of six years of bilingual schooling, the comparison group was surpassing the bilingually-schooled children in English reading, while the Bilingual group was generally stronger in Spanish reading. In Spanish vocabulary and storytelling, the Bilingual group was stronger. In English vocabulary the results were mixed and in storytelling the Comparison group appeared to have an edge. In math, the results were mixed. Finally, the Bilingual group reported using more Spanish than the Comparison group, and more Spanish than English. The Bilingual program appeared to contribute to the maintenance of the Spanish language by encouraging the use of Spanish among the students involved. (Author)

ED055465 FL002269
Residence and Language Maintenance in a Multilingual City.
Lieberson, Stanley
Publ. Date: Nov 70 Note: 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Bilingualism/ Communication (Thought Transfer) / Cultural Differences/ *Demography/ English/ Ethnic Distribution/ *Ethnic Groups/ Ethnic Studies/ Ethnology/ French/ *Multilingualism/ Native Speakers/ Official Languages/ *Residential Patterns/ Second Languages/ Sociolinguistics
Identifiers: *Montreal
The city of Montreal provides an example of how residential patterns are related to linguistic background and how linguistic pluralism is maintained under conditions of constant contact and extensive bilingualism. Residential segregation between linguistic and ethnic groups is determined by the index of dissimilarity; this index has been applied to the French and British populations and to the French-speaking and English-speaking populations in Montreal. Certain basic sociolinguistic principles become evident. The mother tongue is a far more powerful determinant of ethnic residence than is a language acquired later in life. The paramount factor influencing location is proximity to ethnic compatriots. The bilinguals in each ethnic group tend to locate in areas where their monolingual compatriots are found. The continued maintenance of the various language groups reduces the need for bilingualism. The linguistic outcome in a diverse city such as Montreal is closely intertwined with the residential pattern among language groups. (VM)

ED041256 AL002438
Teaching of Second Languages in the Context of the National Policy of Language Maintenance in Ireland, 1960-1970.
O'Huallachain, Colman L.
Publ. Date: Mar 70 Note: 14p.; Paper given at the fourth annual TESOL Conference, San Francisco, California, March 18-21, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Bilingualism/ English (Second Language)/ *Language Instruction/ *Language Role/ Nonstandard Dialects/ Official Languages/ *Second Languages/ Teacher Education/ Tenl
Identifiers: *Irish
This paper surveys the teaching of second languages in Irish primary and post-primary schools. In the centralized primary school system, with primary teacher-training directed towards state-controlled qualifying examinations, government policy now favors the teaching of Irish side by side with English (also an official language). With the establishing of the Linguistic Institute of Ireland, a linguist was commissioned to outline a procedure permitting the production of materials for teacher training and remedial work. When trained personnel are available, further work will proceed to improve guidance and materials for teaching English in Ireland. The urgency of the task of saving the Irish language from extinction has so far directed most activities in applied linguistics and pedagogy toward improving the teaching of it as a second language in the greater part of the country where it has been superseded by English. "Buntus Gaelige" Foundation-Beginnings in Irish , the results of the linguistic inquiry, is now officially presented throughout the entire school system with the aid of graded courses for the teaching of Irish as a subject from entry into primary schools up to the highest standard (4,500 primary schools outside the Irish-speaking areas). A special course for secondary level is also available. Interdisciplinary three-year programs are being planned. (AMM)

ED123915 FLC07738
Language Attitudes towards Spanish among Mexican-American College Students.
Sole, Yolanda R.
Publ. Date: 73 Note: 17p.; Paper presented at the Southwest Linguistic Workshop; To appear in "Proceedings of the Southwest Linguistics Workshop," ed. Reyes Mazon, School of Education, San Diego State University
Available from: School of Education, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: *Bilingual Students/ College Students/ *Language Attitudes/ Language Research/ *Language Usage/ *Mexican Americans/ Negative Attitudes/ Social Attitudes/ *Sociolinguistics/ *Spanish Speaking/ Student Attitudes
Identifiers: *Language Maintenance
This study is an attempt to explore systematically language attitudes among the younger and more socially mobile Mexican Americans, to determine what linguistic and demographic variables are correlated with differential language attitudes, and to ascertain to what extent, if any, attitudinal commitment to Spanish correlates with behavioral commitment to Spanish maintenance. The sample population was composed of 164 students of Mexican descent enrolled at the University of Texas, Austin. Generally speaking, attitudinal language loyalty among the respondents was high, with negative attitudes based exclusively on pragmatic considerations. Attitudinal language loyalty does not, however, necessarily correlate with behavioral commitment to it, as behavioral commitment to language loyalty appears to be primarily a function of linguistic ability, rather than of overt attitudinal orientation, whether the latter be sustained by instrumental, ideological, or affective considerations. While Mexican-American college students favor Spanish language maintenance, they do not belittle the functional needs for English, and they are highly conscious of the potential or actual difficulties that ensue not only from limited English proficiency but from accented English as well. (Author/DB)

ED121063 FL007516
Capitalizing on Language Diversity for Children's Learning.
Shuy, Roger W.
Publ. Date: Jan 76 Note: 20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Curriculum Development/ Decision Making/ *Educational Innovation/ Language Programs/ Language Skills/ *Program Design/ *Program Development/ Program Planning
Language diversity should be viewed as an asset to schools rather than a liability. Educators should capitalize on the situation and adapt early by developing a bilingual education program. Three levels of decision-making are discussed, with alternatives and criteria described for each. (1) Program decision-making involves a range of choice from monolingual non-English schooling through bilingual education to English-only instruction at the opposite end of the scale. Factors to be considered are how well each program provides balanced instruction, language skills and cultural respect, and what materials and staff are available. A bilingual program best fulfills most requirements. (2) Curriculum decision-making involves choosing among transitional bilingualism, monoliterate bilingualism, partial bilingualism and bilingual maintenance. Similar questions about balanced instruction, language skill development and self-concept enhancement may be asked. The bilingual maintenance model appears superior. (3) Instructional decision-making involves choosing among a balanced bilingual instructional model, a preview-review model alternating languages during each lesson and a day-by-day alternation model. The balanced bilingual instructional model appears most effective. A listing of bilingual education resource centers is included. (CHK)

ED111726 SO008566
Draft Report of the Work Group on Multicultural Programs.
Toronto Board of Education (Ontario).
Publ. Date: 20 May 75 Note: 236p.
Available from: Information and Publications Department, Board of Education for the City of Toronto, 155 College Street, Toronto M5T 1P6, Ontario, Canada ($7.00)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors: Bilingual Education/ Cultural Differences/ *Cultural Education/ Cultural Pluralism/ Educational Disadvantagement/ Educational Improvement/ Educational Opportunities/ Elementary Secondary Education/ *Equal Education/ *Intercultural Programs/ Multilingualism/ *Nondiscriminatory Education/ *School Community Relationship/ School Role
Identifiers: Canada (Toronto)/ Ontario
This report investigates the educational philosophy programs related to the multicultural population of Toronto. Two fundamental goals for the Toronto Board of Education are to provide equal educational opportunities to all children, and to do so without loss of the child's personal identity and cultural integrity. The work force provides recommendations on eight issues related to multicultural, multiracial education including (1) English as a second language, (2) educational opportunity differences, (3) maintenance of original cultures and languages; (4) instruction in a third language, (5) multiculturalism and the general curriculum, (6) system sensitivity, (7) community-school relations and the multicultural society, and (8) the responsibilities and role of national government in funding multicultural programs. Included in the appendices are reports and research by the work force that led to the specific recommendations. (Author/DE)

ED109879 FL004090
Teaching Spanish in School and College to Native Speakers of Spanish. La Ensenanza del Espanol a Estudiantes Hispanoparlantes en la Escuela y en la Universidad.
Gaarder, A. Bruce; And Others
Office of Education (DHEW), Washington, D.C.
Report No.: DHEW-OE-72-135
Publ. Date: 72 Note: 31p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.210:10087, Stock No. 1780-1034, $0.55)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Bilingualism/ College Language Programs/ Cultural Awareness/ Educational Objectives/ *Language Instruction/ Language Programs/ *Modern Language Curriculum/ *Native Speakers/ Regional Dialects/ *Spanish/ *Spanish Speaking/ Teaching Methods
The teaching of Spanish in American schools and colleges to native speakers of Spanish has its origin in two main factors: the need for acceptance by the teaching profession of maintenance and development of the Spanish spoken natively in the United States, and the need for cultural determination by the nation's native Spanish speakers. In light of these factors, the objectives of the Spanish-S program (Spanish for native speakers) are outlined, drawing largely on experience with the program started in Dade County, Florida, in 1961, for Cuban immigrants. The objectives include (1) the deepening of the speaker's identity as a member of a cultural-ethnic group, (2) the acquisition of a full command of world-standard Spanish, and (3) the reinforcement of other areas of the curriculum through Spanish. The question of eligibility for participation in the program and the importance of teacher attitudes, particularly towards the use of local dialects, are discussed. Curriculum and teaching methods are briefly outlined, as well as recommendations for teacher training. (CLK)

ED043886# AL002631
Language and Ethnic Relations in Canada.
Lieberson, Stanley
Sponsoring Agency: National Science Foundation, Washington, D.C.
Publ. Date: 70 Note: 264p.
Available from: John Wiley & Sons, 605 Third Avenue, New York, N.Y. 10016 ($10.95)
Document Not Available from EDRS.
Descriptors: Age Differences/ *Bilingualism/ Demography/ *Ecological Factors/ Employment Patterns/ English/ Ethnic Groups/ *Ethnic Relations/ French/ Institutional Role/ *Language Role/ Official Languages/ Sex Differences/ *Sociolinguistics
Identifiers: *Canada
This study of contact between the French and English language groups in Canada is based on an ecological approach, emphasizing factors such as population composition, residential patterns, occupational pressures and age and sex differences rather than cultural or psychological ones. Part 1 begins with a general discussion of the problems of language and ethnic relations in Canada and then presents a discussion of the demographic and institutional pressures which affect the linguistic situation. Part 2 deals with questions of bilingualism and mother-tongue maintenance. A wide variety of factors operative throughout Canada (sex, residential patterns, peer group contact, urban-rural factors) are examined; the role of occupation and industrialism in one specific city, Montreal, are then discussed in some detail. The relationship between bilingualism and language maintenance are then dealt with, the author devoting some time to developing a model to account for French mother-tongue retention that incorporates several factors considered. Finally, in discussing the implications of the study for research in linguistic pluralism and ethnic relations, the author concludes that the factors accounting for mother-tongue shift are different from those accounting for bilingualism and that mother-tongue maintenance plays an important role in differentiating ethnic groups in contact. (FWB)

ED116456 FL007259
What Languages Do Bilingual Children Use with Whom? Research Evidence and Implications for Education.
Laosa, Luis M.
Publ. Date: Mar 75 Note: 14p.; Paper presented at Meeting of Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors: Academic Achievement/ Bilingual Education/ *Bilingualism/ *Bilingual Students/ Cubans/ English (Second Language)/ Language Patterns/ Language Proficiency/ *Language Usage/ Mexican Americans/ Puerto Ricans/ *Social Environment/ Sociolinguistics/ *Spanish Americans/ Spanish Speaking
There is wide variability in the type and degree of bilingualism exhibited by persons from the various Spanish-speaking groups in the USA. Within particular subcultural groups, there is significant variability among individuals in the use of language patterns. An empirical study investigated the use of language pattern in specified social contexts among two generations in three distinct Spanish-speaking groups: New York Puerto Ricans, Central Texas Mexican-Americans, and Miami Cuban-Americans. A total of 295 families participated in the study. The Central Texas Mexican-Americans showed the greatest degree of displacement of Spanish by English as well as by "Spanglish," and the New York Puerto Ricans the greatest degree of "mother tongue" maintenance. Previous research suggests that language use are positively related. Contextual language use is an important factor which interacts with language learning and with academic achievement. It behooves teachers of persons from Spanish-speaking backgrounds to assess the language proficiency and the contextual use of language patterns of their students and to gear their curriculum accordingly. Contextual language use may be assessed by teachers through interviews and by behavioral observations, and the resulting data may be used to individualize instruction. (Author/CLK)

ED107119* FL006587
Ethnics, Emics, and the New Ideology: The Identity Potential of Indian English.
Leap, William L.
Publ. Date: 74 Note: 8p.; Reprint from "Social and Cultural Identity," edited by Thomas K. Fitzgerald, SAS Proceedings No. 8, 1974
Available from: University of Georgia Press, Athens, Georgia 30602 ($3.75)
Document Not Available from EDRS.
Descriptors: American English/ American Indian Culture/ *American Indians/ Bilingual Education/ Cultural Factors/ Diglossia/ English (Second Language)/ Ethnic Groups/ *Language Role/ *Nonstandard Dialects/ Social Sciences/ Sociocultural Patterns/ *Sociolinguistics/ Standard Spoken Usage/ Structural Analysis/ Tribes
This paper considers some aspects of the role of language in the maintenance of social and cultural identity by examining the identity potential of Indian English in the United States. A main point is that identity concepts cannot be taken at face value, but must be considered in terms of their sociocultural consequences. In the case of Indian English, the co-existence of standard American English and the local nonstandard code is an indication of the desire to maintain an Indian identity, of not wanting to conform completely with Anglo norms. A second point concerns the responsibility of the social sciences to go beyond mere documentation. In this case, the social scientist has the responsibility to reveal the contradictions inherent in the use of the identity concept. That is, while a desire to encourage the use of local nonstandard codes may be well-meaning, it also encourages de facto segregation of the Indian community from the mainstream of American life. It is therefore suggested that Indian education programs aim for control over the standard Anglo code as well as the local Indian language. (AM)

ED102238 UD014755
"Thorough and Efficient" Public School Education for Puerto Rican Children in New Jersey.
Wagenheim, Kal
Puerto Rican Consortium for a Thorough and Efficient Education, Newark, N.J.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Program Development.
Publ. Date: 74 Note: 36p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Bilingual Education/ *Community Attitudes/ Educational Needs/ *Educational Objectives/ Educational Opportunities/ *Educational Policy/ Educational Quality/ Educational Resources/ Employment Practices/ Public Education/ *Puerto Ricans/ Resource Allocations/ Spanish Speaking
Identifiers: *New Jersey
On April 3, 1973, the New Jersey Supreme Court declared that the current method of financing the state's public school system violates the requirement of the New Jersey constitution that: The legislature shall provide for the maintenance and support of a thorough and efficient system of free and public schools for the instruction of all children in this state between the ages of five and 18 years. In this document, the Puerto Rican Consortium For a Thorough and Efficient Education presents the views of New Jersey's Puerto Rican community on the issue of a "thorough and efficient" education. This document lists priorities which are viewed as essential if children of Puerto Rican birth or parentage in New Jersey are to receive a "thorough and efficient" education. Among the priorities are: (1) Allocation of public school funds based on needs. (2) Establishment of bilingual/bicultural programs for all children whose English-language deficiency prevents them from effectively taking part in the learning process. (3) Affirmative action to recruit and train Puerto Rican and other Hispanic personnel for professional positions in teaching and related support services. The views in this document were solicited at conferences and public meetings, in "man on the street" public polls, and by requesting written studies and position papers from professionals engaged in studies of education. (Author/JM)

ED101570 FL006500
Bilingual Education in the United States, the Pacific and Southeast Asia.
Lester, Mark
Hawaii Univ., Honolulu. East-West Center.
Publ. Date: Aug 74 Note: 12p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Biculturalism/ *Bilingual Education/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ Bilingual Teachers/ *Cultural Pluralism/ Culture Conflict/ Culture Contact/ Language Instruction/ Language Planning/ *Language Standardization/ *Multilingualism/ Official Languages/ Second Languages

In classifying bilingual education following William F. Mackey's typology, single or dual media or instruction may be used for gradual or abrupt conversion to a wider or narrower culture. Bilingual education in the United States is usually dual medium, either for maintenance or conversion to a wider culture, aiming to produce a bilingual individual or to help assimilate an alien into American culture. The Bilingual Education Act has improved the situation for immigrants and American Indians, who previously were forced into monolingual education. In the Pacific islands, education had focussed on conversion from the native language to the colonial world language. Currently, however bilingual programs exist, and native dictionaries and grammars are being written and orthography reformed. Writing and teaching materials must be developed in the vernacular languages and competent teachers found and trained in order to establish successful dual medium, maintenance bilingual curricula. Schools in Indonesia, Malaysis, the Philippines and Singapore often teach local, national, and world languages. Currently, national languages are assuming ascendancy as colonial languages become foreign tongues. In all three areas of the world, bilingual education is both a source of identity and a factor in social change. (CK)

ED095699# FL006120
Bilingual Education for New Mexico Schools.
Pascual, Henry W.
Publ. Date: 73 Note: 24p.
Available from: Curriculum Materials Clearinghouse, Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Order No. CB00136, MF-$1.00, HC-$6.00)
Document Not Available from EDRS.
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingualism/ Bilingual Schools/ Curriculum Guides/ *Curriculum Planning/ *Educational Policy/ Language Programs/ Second Language Learning
Identifiers: *New Mexico
Bilingual education (BE) has long been established in Mexico, Peru, the U.S.S.R., the Philippines, and a number of other nations in order to teach both the vernacular and official languages. In the United States, BE has received increased attention since the passage of the National Bilingual Education Act and Title VII legislation. Evaluation reports from New Mexico's bilingual programs in Las Cruces, Albuquerque, and Artesia demonstrate that there are still questions to be answered and disagreements to be reconciled as to the basic definition and scope of BE. Areas of disagreement among educators are: (1) use of the vernacular versus a standardized version of the child's mother tongue, (2) amount of time devoted to non-English language instruction, (3) qualifications of bilingual teachers, (4) types of instructional materials, (5) basic purposes, and (6) extent of the program after grade 3. Two types of BE programs serve as models. The acculturation model is for children with limited English competence for whom initial instruction in the vernacular is phased out gradually in the primary grades as the students acquire a better command of English. The maintenance and expansion model, for grades 1-12, is designed to graduate literate bilingual students who are functional in two languages and cultures. A curriculum plan for the second model and comments on community involvement, costs, and teacher competencies are provided. (LG)

ED017926 24 AL001193

SCIENCE INSTRUCTION IN SPANISH FOR PUPILS OF SPANISH SPEAKING BACKGROUND, AN EXPERIMENT IN BILINGUALISM. FINAL REPORT.

RAISNER, ARNOLD ; AND OTHERS

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.

Report No.: BR-5-1063 -CRP-2370

Contract No.: OEC-5-10-033

Publ. Date: JUN67 Note: 201P.

EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE

Descriptors: *Bilingualism/ Curriculum Evaluation/ *Junior High School Students/ Parent Student Relationship/ *Program Evaluation/ Puerto Ricans/ *Science Curriculum/ Science Education/ Science Programs/ Second Language Learning/ Self Concept/ *Spanish Speaking

Identifiers: NEW YORK CITY

A STUDY WAS UNDERTAKEN TO DETERMINE THE EDUCATIONAL EFFECTS OF A LANGUAGE MAINTENANCE PROGRAM USING SPANISH AS A MEDIUM OF INSTRUCTION WITH JUNIOR HIGH SCHOOL STUDENTS OF SPANISH-SPEAKING BACKGROUND. THE PROGRAM'S EXPERIMENTAL VARIABLE CONSISTED OF BILINGUAL SCIENCE INSTRUCTION AND AN ACCELERATED COURSE IN THE SPANISH LANGUAGE. THE 994 SEVENTH-GRADE STUDENTS WHO BEGAN THE PROGRAM IN SEPTEMBER, 1964, HAD A HISPANIC BACKGROUND AND ORAL ABILITY IN SPANISH BUT LESS THAN GRADE LEVEL ENGLISH READING ABILITY. THEY WERE DIVIDED INTO 16 CONTROL AND 16 EXPERIMENTAL CLASSES, ALL OF WHICH FOLLOWED THE "NEW YORK CITY SCIENCE COURSE OF STUDY FOR THE JUNIOR HIGH SCHOOLS." THE EXPERIMENTAL "SCIENCE-SPANISH" CLASSES RECEIVED SPECIAL SPANISH LANGUAGE SCIENCE MATERIALS IN ADDITION TO THE STANDARD ENGLISH SCIENCE TEXT MATERIAL. EACH SCIENCE-SPANISH CLASS WAS TAUGHT BY A BILINGUAL TEACHER LICENSED TO TEACH SCIENCE WHO ENCOURAGED MAXIMUM USE OF SPANISH IN SCIENCE CLASSES AND LABORATORY PERIODS. IN ADDITION, THE EXPERIMENTAL CLASSES RECEIVED SPANISH LANGUAGE INSTRUCTION IN WHICH THE AUDIOLINGUAL METHOD WAS DEEMPHASIZED IN FAVOR OF MORE FORMAL CONTRASTIVE STUDY OF GRAMMAR, WRITING, AND CORRECT USAGE. AFTER THREE YEARS, AN EXTENSIVE EVALUATION OF THE PROGRAM WAS MADE IN THREE AREAS--(1) STUDENT ACHIEVEMENT (ESPECIALLY IN SCIENCE AND SPANISH), (2) PERSONAL AND SOCIAL DEVELOPMENT (INCLUDING BILINGUAL DOMINANCE AND CULTURAL ATTITUDES), AND (3) THE REACTIONS OF THE PROFESSIONAL STAFF TO THE PROGRAM. EXPERIMENTAL GROUP ACHIEVEMENT WAS FOUND TO BE SUPERIOR IN SCIENCE AND SPANISH, BUT WAS NOT AFFECTED IN SOCIAL STUDIES OR MATHEMATICS. IN THE AREA OF CLASSROOM ENGLISH ACHIEVEMENT, THE EXPERIMENTALS DID AS WELL AS THE CONTROLS, WHILE IN ENGLISH READING ABILITY THEY DID MUCH BETTER. EVALUATION ALSO REVEALED THAT THE BILINGUALLY TAUGHT CHILDREN TENDED TO RETAIN THE PARENTAL CULTURE, POTENTIALLY STRENGTHENING THE BOND BETWEEN CHILD AND HOME. PROFESSIONAL STAFF RESPONSES INDICATED A GENERALLY FAVORABLE REACTION TO THE PROGRAM. RECOMMENDATIONS FOR FUTURE BILINGUAL PROGRAMS ARE INCLUDED IN THIS FINAL REPORT. (JD)

ED077274# FL003939

Bilingual Education in a Binational School: A Study of Equal Language Maintenance through Free Alternation.

Mackey, William Francis

Publ. Date: 72 Note: 185p.

Available from: Newbury House Publishers, 68 Middle Rd., Rowley, Mass. 01969 ($7.95)

Document Not Available from EDRS.

Descriptors: Academic Achievement/ Bilingualism/ *Bilingual Schools/ Bilingual Teacher Aides/ *Bilingual Teachers/ *Curriculum Development/ *English/ *German/ Language Instruction/ Language Skills/ Language Tests/ Media Selection/ Student Grouping/ Study Abroad/ Teacher Education/ Teacher Selection/ Textbooks

Identifiers: Berlin/ *John F Kennedy School

This book describes the John F. Kennedy School in Berlin, which serves a community composed of families using German and English. It talks of the objectives and curriculum of the bilingual school, the manner of teacher selection and training, and the selection and preparation of materials. Included are appendixes which develop a typology of bilingual education and provide a framework of reference for teachers, administrators, and students.

ED096820 FL006105
Culture and Language as Factors in Learning and Education.
Lambert, Wallace E.
Publ. Date: Nov 73 Note: 54p.; Paper presented at the Annual Learning Symposium on "Cultural Factors in Learning" (5th, Western Washington State College, Bellingham, Washington, November 1973) and at the Annual convention of the Teachers of English to Speakers of Other Languages (Denver, Colorado, March 1974).
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Bilingual Education/ *Bilingualism/ Cognitive Processes/ *Cultural Background/ Cultural Differences/ Ethnic Relations/ *Ethnocentrism/ Intelligence Factors/ Language Development/ *Learning Motivation/ Minority Groups/ Second Language Learning/ Social Attitudes/ Sociolinguistics
Identifiers: English Canadians/ French Americans/ *French Canadians

Similarities among ethnolinguistic groups are greater than differences. It is the belief in the influence of culture and language on basic structures of thought and personality that divides groups, not the structures themselves. However, linguistic differences among ethnic groups are real. The linguistic distinctiveness of a particular ethnic group is a basic component of its members' personal identity; thus, ethnicity and language become associated in the thinking of those inside and outside the group. Three questions based on these assumptions are currently being studied: (1) Do beliefs about a particular ethnolinguistic group affect the efficiency of learning that group's language? (2) Is there any basis to the belief that in becoming bilingual or bicultural cognitive powers are dulled and identities are diluted? (3) Should minority groups try to maintain their ethnolinguistic identities and heritage in the North American setting? Research on English-Canadians learning French demonstrated that attitudes held toward the French strongly influenced the learning of the language. As for bilingualism, French-Canadian bilingual students tested higher than carefully matched monolinguals on both verbal and nonverbal measures of intelligence. Also, testing of adolescent boys of mixed French-English parentage demonstrated that there is no basis for the belief that biculturalism produces a loss of identity. Finally, results of work with French-Canadians, and French-Americans in Maine, substantiate the need for the maintenance of minority ethnolinguistic identities. (LG)

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